

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State that human beings begin life as babies, then grow to be children, then adults
- ✓ Name one thing that babies can do (e.g., sleep, eat, cry), one thing children can do (e.g., paint, tie their shoes, go to school), and one thing adults can do (e.g., take care of babies, go to their jobs, cook, etc.)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Use a simplified schedule of daily activities, depicted in pictures and words, to describe the order of events for the day, i.e., which are the first and last activities (RF.P.3b)
- ✓ Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity (RF.P.3b)
- ✓ Show understanding of the temporal words *before*, *after*, *first*, and *last* (L.P.5c)
- ✓ Memorize and recite with others the nursery rhyme “Where is Thumbkin?” (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with “Where is Thumbkin” (RL.P.10)

Skills

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Where is Thumbkin?” (RF.P.2a, RL.P.5)

- ✓ Perform previously taught hand and body gestures associated with “Where is Thumbkin” (RL.P.10)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Recognize the written form of one’s first name (RF.P.1d, RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students’ names (RF.P.1b)
- ✓ Create drawings or other visual displays to describe oneself (SL.P.5)
- ✓ Describe oneself (SL.P.4)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer who, what, where, when, why, and how questions about “I Am Growing and Changing” (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from “I Am Growing and Changing” (RI.P.2)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ Sequence and describe photos of a baby, school-age child, and adult (SL.P.4)
- ✓ With prompting and support, use the word *grow* acquired through conversations, reading and being read to, and responding to “I Am Growing and Changing” (L.P.6)

- ✓ With prompting and support, ask and answer questions about the word *grow* (RI.P.4)
- ✓ Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When students arrive
		Daily Schedule: Student Job	Pictorial schedule; red arrow	During morning circle
Nursery Rhymes	W	Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Paper; primary crayons; Nursery Rhymes and Songs Poster 55	10
		Trace Your Hand		
Small Group 2	S	Warm-Ups	Paper; primary crayons; collage materials; googly eyes; mirrors	10
		Self-Portrait		
LISTENING & LEARNING				
Picture Talk	W	I Am Growing and Changing	Life Stages chart from Day 12 including Image Cards 12-1–12-3	15
Deepening Understanding	W	Deepening Understanding: Grow	Image Cards 13-1–13-3 (cut apart)	10
Extension Activity	L	Learning Center Observations		During learning centers

Advance Preparation

Routines

Before the day begins, sort students' Name Cards into a pile for boys and a pile for girls and place them on a low table or somewhere the students can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other.

Plan how to give students the responsibility of moving the arrow on the Daily Schedule. You may have a jobs board or a list visible to students.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

Small Group 2

Make an example self-portrait using the art materials as described in Small Group 2.

Picture Talk

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

Post the Life Stages Chart you made on Day 12 in the same area where you will conduct the Picture Talk. You and the students will use it as a reference as you conduct the Picture Talk.

Cut apart Image Cards 13-1–13-3.

Starting the Day

		Exercise	Materials	Minutes
Routines	W	Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When students arrive
		Daily Schedule: Student Job	Pictorial schedule; red arrow	During morning circle
Nursery Rhymes	W	Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	During morning circle

Routines

Whole Group

Taking Attendance: Two Piles

Take attendance the same way you did on Day 12. Refer to **Day 12, Taking Attendance: Two Piles** for detailed instructions on how to lead this activity.

- As students arrive, help them sign in to school by retrieving their Name Cards from the appropriate pile and placing them on the **Attendance Board**.
- During morning circle review who is present and who is absent.

Daily Schedule: Student Job

Starting today, a specific student or students will be responsible for moving the red arrow to indicate where the class is in the schedule. Establish a fair and consistent way to rotate students through this responsibility over the course of the domain and the course of the year.

- Introduce students to the pictorial schedule.
- Talk with students about the order of your daily routine and read any times on your schedule using the words *first*, *last*, *before*, and *after*. Tell students that starting today, they will be responsible for tracking what activity is happening by moving the arrow.

“Starting today, you will get to move the arrow so we know what activity we are doing. Each time we move to a different activity, I will ask someone to move the arrow.”

- Continue having a student or students move the arrow as the class transitions from activity to activity throughout the day.

Nursery Rhymes

Whole
Group

Where is Thumbkin?



Note: *If students are or might be aware of the meaning of raising only the middle finger, consider adjusting the motions for this nursery rhyme. Additionally, students may find it difficult to isolate individual fingers. You might hold up all fingers that have been mentioned in the rhyme instead of holding up one finger at a time.*

Teaching Tip

Substitute other paired body parts for fingers, allowing students to practice naming body parts they are having difficulty learning (e.g., Where is knee? Where is elbow?).

Teach students the motions that go along with the song “Where is Thumbkin?” For an example of suggested language to use when teaching motions, see **Day 2, Head and Shoulders, Knees and Toes**. See **Day 12, Where is Thumbkin?** for a list of motions.

Skills

	Exercise	Materials	Minutes
Small Group 1	 Warm-Ups	Paper; primary crayons; Nursery Rhymes and Songs Poster 55	10
	Trace Your Hand		
Small Group 2	 Warm-Ups	Paper; primary crayons; collage materials; googly eyes; mirrors	10
	Self-Portrait		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Say the Rhyme

Students will recite and demonstrate the motions for “Where is Thumbkin?”

- Lead students in singing the song “Where is Thumbkin?”
- Demonstrate the motions that go along with the song and have students join in.

Trace Your Hand

Students will trace around their hands and talk about the name of each finger.

- Explain to students that they are going to trace their hands.
- Give each student a piece of paper and some crayons.
- Trace around each student’s hand, asking the student to say the names of the fingers as you trace them.
- Sing the song “Where is Thumbkin?”
- Allow students to decorate their hands, drawing on rings, watches, bracelets, fingernails, tattoos, etc. As students draw, use the words *pointer finger*, *middle finger*, *ring finger*, *pinky finger*, and *thumb* to talk about what they are drawing.

Learning Center

Place black construction paper and white chalk in the Doctor’s Office. While students play doctor, have them make x-rays by tracing each other’s hands and other body parts on the paper.



Warm-Ups

Welcome Song

Students will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the students' **Name Cards** as you sing the song.
- Once you finish the verse, hand the student his/her **Name Card**.

Good Morning, [name].

Good Morning, [name].

Good Morning, [name].

And welcome to Small Group!

Self-Portrait

Teaching Tip

Place the materials from this activity in the **Art Center** so students can continue to make self-portraits. Encourage students to create portraits throughout the year to track their progress.

Teaching Tip

Use students' self-portraits to make an **'All About Us' bulletin board** showcasing students' work. Post students' actual photographs alongside their self-portraits. Include child-dictated writing by asking each student to tell you something that makes them unique and writing their response beside their portraits. Later, these groupings can be made into a class book that students can enjoy in the **Library Center**.

Students will create a self-portrait by drawing, gluing, and collaging.

Then, students will locate their own name from a group of names and glue it to their self-portrait. Encourage students to draw their entire body and to also focus on facial features.

- Show students the self-portrait you made (see Advance Preparation).
- Explain to students that they will create a picture of themselves using the art materials. Encourage students to look in the mirror and talk about the different body parts they see so they remember to draw those body parts. Tell students to make their portrait as detailed as possible, for example, adding eyebrows and eyelashes, not just eyes.
- As students create their portraits, move from student to student asking them to name the various body parts that they are adding to their portrait.
- Explain that you also want students to label their portraits with their name so that everyone will know whose it is. Show students the strips with their names on them that you have prepared.

Teaching Tip

Students' work from this activity might be included in their portfolio and examined as part of ongoing assessment. Asking students to draw self-portraits at varying times during the year is a good way to document students' increasing sense of body image and fine motor skills. Make a photocopy of the drawing for inclusion in the portfolio.

- As students create their portraits, help each student find his/her name in the group of name strips and glue it to their portrait.
- Finally, ask students to tell you one thing about themselves that makes them special or unique. Write students' responses below their names on their name strips.

Listening & Learning

	Exercise	Materials	Minutes
Picture Talk	W I Am Growing and Changing	Life Stages chart from Day 12 including Image Cards 12-1–12-3	15
Deepening Understanding	W Deepening Understanding: Grow	Image Cards 13-1–13-3 (cut apart)	10
Extension Activity	L Learning Center Observations		During learning centers

Picture Talk

15 minutes

Whole Group

I Am Growing and Changing

Note: Not every *Flip Book* page is shown during the *Picture Talk*. You might find it helpful to use sticky notes to flag the pages of the *Flip Book* that are shown.

Teaching Tip

You might introduce the *Picture Talk* by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the *Picture Talk* using the suggested language.

The *Picture Talk* is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the *Flip Book* pages and read the prompts, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see General Overview) as you support students in participating in the *Picture Talk*: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ **SHOW FLIP BOOK PAGE 12-1: Leaping boy**

- Remind students what you read about yesterday and ask them to tell you what they remember about babies, children, and adults.

"We are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about how all humans start out as babies, then grow into children, and grow up to become adults. Adults is just another word for grown-ups. What do you remember about babies (children, adults)?"



◀ **SHOW FLIP BOOK PAGE 12-3: Extended family**

- Have students identify the baby, child, and adult in the picture.

"Yesterday we learned about three stages of life: baby, child or preschooler (like you), and adult. Which of these people is a baby (child, adult)?"

- Review the chart you made yesterday to help students remember what people can do at each life stage.

"Remember, yesterday we made a chart and wrote down what babies, preschoolers, and adults do. We can use the chart to help us remember what all of these people can do. What kinds of things can a baby (preschooler, adult) do? What kinds of things is a baby (preschooler) not yet able to do?"



◀ **SHOW FLIP BOOK PAGE 12-6: Bathing, dressing, eating**

- Ask students to identify the things preschoolers can do shown in the image.

"As you grow, you learn to do many more things by yourself. These preschool children can do many things by themselves. What can they do?"

- Affirm and add details to students' answers regarding bathing, dressing, and eating lunch.

"What parts of your bath can you do for yourself? What things do you need an adult to help you do?"

- Talk about the steps in a bath (run the water, dump out the toys, shampoo hair, scrub body) and which of these things preschoolers can do for themselves and which things they need adults to help them do.

“When you eat lunch, what things can you do for yourself? What things do you need an adult to help you do?”

- Talk about the steps in having lunch where children might need help: shopping for food, cooking, setting the table, opening a bag of chips.
- Talk about the things children can do for themselves at lunch: get their lunchbox, take bites, use a fork, drink from a cup, etc.

“At school, what things can you do for yourself? What things do you need an adult to help you do?”

- Talk about the things children do in your classroom: take attendance, water plants, get out scissors, turn out the lights.
- Talk about the adult things you do in your classroom: plug in the lamp, climb on a stool, use the phone, etc.



◀ **SHOW FLIP BOOK PAGE 12-11: Birthday and boy with grandmother**

- Explain why people celebrate birthdays

“Every year on your birthday you get one year older. This grandma started out as a baby, then turned, 1, 2, 3, and then 4 just like you. She has had a lot of birthdays and now she is older. This man is celebrating his birthday. On our birthdays, we celebrate because we are one year older.”

- Talk about the age students will be on their birthday, emphasizing that they are getting older every year.

“Who has a birthday coming up? How old will you be?”

- Discuss the things students are looking forward to doing like tying their own shoes, walking to the bathroom alone, playing on the big-kid playground, going to Kindergarten, etc.

“What kinds of things do you want to do when you get older?”



◀ **SHOW FLIP BOOK PAGE 12-12: Kids raising hands**

- Read the last page of the read-aloud to bring closure to the Picture Talk

*Now is the present and you are still young
Tomorrow's your future it's barely begun.*

*You're growing and changing. Hooray for you—
That's what all human beings are meant to do.*

Deepening Understanding: Grow

Note: After the read-aloud “I am Growing and Changing,” students learned that all humans grow from babies into children, and then become adults. During Deepening Understanding, students will learn about other living things (i.e., plants and animals) that also grow and change.

Defining Grow

- Ask students to listen for the word *grow* as it was used in the read-aloud.

“Remember, in our read-aloud, we heard the word grow. Listen for the word grow while I read part of the read-aloud you heard before.”

- Show **Flip Book Page 12-8: Siblings, writing, and boy with backpack**

*If you have older siblings, then you already know
For many more years, you’ll continue to grow.*

- Define *grow*

“To grow means to get older and older, and bigger and bigger.”

Reviewing Grow

- Remind students how the word *grow* was important to the content of the read-aloud.

“We learned that all human beings grow. When humans are born, they are very small and they can’t do much. Babies grow and they grow. And then they are children who are old enough to go to Preschool. Children keep growing bigger and bigger, and older and older. They even grow old enough to be adults who can cook, have jobs, and take care of children.”

- Ask students how tall they think they will grow to be.

“How big and tall do you think you will grow to be when you are an adult? Turn to your partner and tell your partner how tall you will grow to be when you are an adult. Show your partner with your hand how tall you will grow to be. Say, ‘I will grow up to be this tall. How tall will you grow to be?’”

- Pair students and have them ask each other how tall they will grow to be when they are adults.

Expanding Grow

- Explain that many other living things grow just like humans.

“Humans are not the only things that grow. Did you know that animals and plants grow, too? Baby animals grow and change as they become adults. Kittens grow up to be cats. Puppies grow up to be dogs.”

- Show **Image Cards 13-1–13-2: Baby and Adult Animals**

“I have some pictures of baby animals and some pictures of adult animals. I want us to see if we can match the babies to their parents.”

- Call up individual students or lead the whole class in forming pairs of baby and adult animals.
- Explain that plants also grow just like animals and humans.

“Humans and animals grow, and so do plants. Plants start out very little and then grow into bigger and bigger plants. Even great, big, tall trees were once tiny plants that started growing. Everything that is alive grows and changes.”

- Show **Image Cards 13-3a–13-3b: Plant Stages**

“I want to see if we can put these pictures of a plant in order. First the plant starts out very small, then it gets bigger and bigger.”

- Call up individual students or lead the whole class in putting the pictures in order.
- Recast students’ comments using the word *grow*

Extension Activity



Learning Center Observations

Use this opportunity to conduct observations in the Doctor's Office Learning Center and other Learning Centers, following the steps given in the Domain Assessment.